

NAVAYOTHI ENGLISH MEDIUM SCHOOL

EDATHOTTY

Annual Pedagogical Plan for Leading Learning

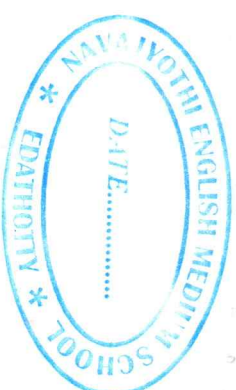
School Name : Navajyothi English Medium School, Edathotty

Affiliation / UDISE Number: 930514 / 32020900411

School Number: 75530

Academic Session : 2023-24

Principal's Name : Lali Thomas A



Lali Thomas
LALI THOMAS. A

PRINCIPAL

NAVAYOTHI ENGLISH MEDIUM SCHOOL

EDATHOTTY, KAKKAYANGAD P.O.

KANNUR DT., KERALA - 670673

SCHOOL CODE : 75530

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School's Vision Statement :The school's vision is to provide excellent educational experiences for all students and to promote respect and tolerance for all.

School's Values : CARES – Commitment, Acceptance, Respect, Excellence and strength .

Areas of Strengths: We personalise learning in the following ways.

- Carefully planned curriculum with experiential learning .
- Emphasis on prior knowledge .
- Stress on individual learning styles .
- Parents can track the progress of their wards via the parent ' s portals.

Areas of improvements : We target around improvements and scope and sequence needs to be flexible.

- Students need to be able to articulate their learning in conferences including video conferences.
- Opportunities for continuous professional learning for teachers is occasionally practiced .
- Students need to get more opportunities for innovative learning .

Descriptor 1 : Engaging in Teacher's Professional Development

| Step - 1 | Step - 2 | Step - 3 | Step - 4 | Step - 5 | |
|---|---|---|--|---|--|
| <p>Where are we now as a school?</p> <p>Professional Development focuses on individual teacher through collaborative practices.</p> <p>It is usually short term and fragmented.</p> | <p>What do we need to do in the</p> <p>* Protocols have been established to increase the effectiveness .</p> <p>*Use rubrics for self awareness .</p> <p>*Use rubrics to evaluate student's progress.</p> <p>*Use rubrics to analyse the effects of different teaching styles on learning and teaching outcome.</p> | <p>How will we achieve what we want to do?</p> <p>*Involve all teachers to determine what to assess and how .</p> <p>*Keep a record of what they plan and do.</p> <p>*Clearly define the criteria.</p> <p>*Modify rubrics based on usage and need.</p> <p>*Design the rating scale.</p> | <p>Who is responsible?</p> <p>*Principal , academic super wiser and all the teachers .</p> <p>*External support from other principals if needed.</p> <p>*District educational officers , school inspectors and other education officers if relevant.</p> | <p>What is the timeline for implementation?</p> <p>*Start the process in the beginning of April 2022.</p> <p>*Complete the rubric by the end of April 2022.</p> <p>*Improvement will be assessed monthly.</p> | <p>What will the impact look like ?</p> <p>*All teachers will be use rubrics and assess the progress.</p> <p>*Teachers could reflect on their strength and weakness.</p> |

Descriptor 2 : Initiating Innovations in Schools

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|---|--|---|--|--|
| <p>Where are we now as a school?</p> | <p>What do we need to do in the coming year?</p> | <p>How will we achieve what we want to do?</p> | <p>Who is responsible?</p> | <p>What is the timeline for implementation?</p> |
| <p>Actionable : Create situations for pupils to have innovative learning .</p> <p>Occasionally provide opportunities for students to innovate</p> | <p>Increase the number of opportunities given to students to innovate.</p> | <p>There must be a stipulated time at least for 1 hour per month for students to identify school related problems and discussions or brainstorm on solutions.</p> | <p>Respective Heads of schools / academic super wisers / Innovation in charge teacher.</p> | <p>Commence in June 2022 - to be held monthly.</p> <p>Complete the development rubric By the end of June 2022.</p> |
| | | | | <p>What will the impact look like ?</p> |
| | | | | <p>Around 90 percent of students will be able to articulate the problems that they have been engaged with and list the possible solutions.</p> |

Descriptor 3 : Leading the Teaching – Learning Process

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | |
|---|--|--|--|--|---|
| <p>Where are we now as a school?</p> <p>*Actionable: create a common understanding that the purpose of learning and teaching is to make students future ready.</p> <p>Encourage teachers to develop what good teaching and learning would look like in the classroom.</p> | <p>What do we need to do in the coming year?</p> <p>Promote learning experiences outside the classroom through experiential learning.</p> <p>Provide adequate resources for students to learn.</p> | <p>How will we achieve what we want to do?</p> <p>Encourage teachers to plan lessons collaboratively</p> <p>Create a culture that helps students to learn with joy and not fear.</p> | <p>Who is responsible?</p> <p>*Principal, academic supervisor and all the teachers.</p> <p>*External support from other principals if needed.</p> <p>*District educational officers, school inspectors and other education officers if relevant.</p> | <p>What is the timeline for implementation?</p> <p>Establish the collaboration with CBSE Hubs of Learning, Local schools From April to June 2022.</p> <p>Identify the best national and global schools for collaboration. April 2022 to July 2022</p> <p>Establish formal collaboration July 2022 to August 2022</p> <p>Start to work collaboratively August 2022 to December 2022</p> | <p>What will the impact look like ?</p> <p>Undertake regular lesson Observations, engage with teachers to reflect their teaching practice and provide developmental feedback.</p> |

Descriptor 4 : Developing a Learning Culture

| Step 1 | Step 2 | Step 3 | | Step 4 | Step 5 |
|---|---|--|--|--|--|
| <p>Where are we now as a school?</p> <p>Actionable Practice the habit Of understand others and seeking to be understood by others. Listen actively to and support suggestions, Ideas and comments and respond .</p> | <p>What do we need to do in the coming year?</p> <p>Establish an open door policy and transport communication . Minimize disruptions to classroom instructional time. Ensure decisions are backed by research and are data -driven</p> | <p>How will we achieve what we want to do?</p> <p>Adept transparency , fairness and respect in engaging with stakeholders . Action feedback that is received Design a survey to learn of learning culture at the beginning of the year and then again at the end of the year.</p> | <p>Who is responsible?</p> <p>*Principal ,academic super wiser and all the teachers . *External support from other principals if needed. *District educational officers , school inspectors and other education officers if relevant.</p> | <p>What is the timeline for implementation?</p> <p>To be ongoing to the section .</p> | <p>What will the impact look like ?</p> <p>A visible shift in culture will be observed , through a scientifically designed learning culture survey.</p> |

Descriptor 5 : Building an Inclusive Culture

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|--|--|---|--|---|
| <p>Where are we now as a school?</p> <p>Actionable Self - assess The personal contribution made to school improvement and student learning by evolution .</p> <p>Analyse feedback received from stakeholders and map it to the self-analysis</p> | <p>What do we need to do in the coming year?</p> <p>Improve teachers knowledge and skills in supporting students with special needs in the teaching learning process</p> | <p>How will we achieve what we want to do?</p> <p>Identify suitable resource persons. All teaching undergo capacity building in practicing inclusive policies.</p> <p>Conduct need analysis to find out areas teachers need personal development.</p> | <p>Who is responsible?</p> <p>*Principal , academic super wiser and all the teachers .</p> <p>*External support from other principals if needed.</p> <p>*District educational officers , school inspectors and other education officers if relevant.</p> | <p>What is the timeline for implementation?</p> <p>To be ongoing to the section .</p> <p>All teachers must undergo training in inclusive practices.</p> |

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